

The Praxis® Study Companion

# Latin

5601



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 30).

### **What should I expect when taking the test on computer?**

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

### **Where and when are the *Praxis* tests offered?**

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

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# 1. Learn About Your Test

Learn about the specific test you will be taking

## Latin (5601)

Test at a Glance			
<b>Test Name</b>	Latin		
<b>Test Code</b>	5601		
<b>Time</b>	2 hours (total test): two sections		
<b>Pacing</b>	Suggested time: Section 1, 45 minutes; Section 2, 75 minutes		
<b>Number of Questions</b>	120		
<b>Format</b>	Selected-response questions based on printed materials		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories (Knowledge and Skills Tests)</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Grammar	48	40%
	II. Reading Comprehension	36	30%
	III. Roman Civilization	24	20%
	IV. Pedagogy	12	10%

## About This Test

The Latin test is designed to assess whether an examinee has the competencies and knowledge necessary for a beginning teacher of Latin for grades K–12. The 120 selected-response questions measure the examinee's competence in various language skills (grammar and reading comprehension) and knowledge of Roman civilization, pedagogy, and professional matters. Questions are derived from topics typically covered in college-level Latin courses.

The general content specifications for the test are based on the recommendations in *Standards for Latin Teacher Training and Certification*, a joint publication of the American Classical League and the American Philological Association (now the Society for Classical Studies).

Questions come in two forms: stand-alone and passage-based. In stand-alone questions (Section 1), the long vowels of Latin words are marked with macrons. In reading passages and passage-based questions (Section 2), long vowels of Latin words generally are not marked.

This test may contain some questions that will not count toward your score.

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 25.

### I. Grammar

A beginning Latin teacher should

- A. be familiar with the essential grammatical terminology used to describe Latin syntax (e.g., 'ablative absolute,' 'indirect statement,' 'subordinate clause')
- B. be familiar with the essential grammatical terminology used to describe Latin morphology (e.g., 'nominative,' 'deponent,' 'periphrastic')
- C. be familiar with the inflectional forms of Latin nouns and adjectives of every declension
- D. be familiar with the inflectional forms of Latin pronouns and demonstratives
- E. understand the principle of agreement between Latin adjectives and the nouns and pronouns that they modify
- F. understand the syntactical and semantic roles associated with each Latin noun case (e.g., partitive genitive, dative of purpose)
- G. be familiar with the inflectional forms of regular Latin verbs of every conjugation and of common irregular Latin verbs
- H. understand the rules governing the use of Latin verbs (e.g., sequence of tenses, infinitive in indirect discourse, indicative vs. subjunctive in various clauses)
- I. understand the principles of coordination and subordination in Latin sentences (e.g., ut clauses, cum clauses, relative clauses, compound sentences)
- J. know the basic meanings of commonly used Latin prepositions and the cases they govern (e.g., in + accusative vs. in + ablative)
- K. understand how degrees of comparison are expressed by adjectives and adverbs, both regular and irregular
- L. be familiar with commonly used Latin idioms (e.g., mihi placet, opus est, poenas dare)
- M. be able to analyze Latin words (e.g., compound verbs, diminutives) into stems and affixes

- N. be able to compose and revise simple Latin sentences, observing basic principles of Latin word order
- O. recognize the ways in which Latin syntax is similar to and different from English syntax
- P. recognize the etymological relationships between Latin words and their English derivatives
- Q. understand the general principles of scansion in Latin poetry, particularly as applied to scanning dactylic hexameter

### II. Reading Comprehension

A beginning Latin teacher should

- A. be familiar with the vocabulary frequently used by major Latin authors
- B. be adept at inferring the meaning of an unfamiliar Latin word from its context
- C. be adept at inferring the meaning of a familiar but ambiguous Latin word from its context (e.g., determining whether *ferre* means "carry" or "permit" or "assert" in a given context)
- D. comprehend authentic Latin prose and poetry read at sight
- E. be able to infer what is implied but not explicitly stated in an authentic Latin text read at sight
- F. be able to translate authentic Latin into English literally or idiomatically as the occasion requires
- G. recognize literary devices commonly found in Latin literature (e.g., simile, anaphora, litotes, polyptoton, asyndeton, chiasmus, personification, apostrophe)

### III. Roman Civilization

- A beginning Latin teacher should
- A. be familiar with the basic history of Latin literature and its Greek antecedents
  - B. be familiar with Latin poetic and prose genres (e.g., epic, lyric, history)
  - C. be familiar with the principal works of major Latin authors (e.g., Ovid's *Metamorphoses*, Cicero's *Catilinarian Orations*, Horace's *Odes*)
  - D. be familiar with the principal Greco-Roman myths and the deities of the Greco-Roman pantheon
  - E. recognize the influence of Greek civilization on Roman culture, particularly in the areas of literature and religion
  - F. be familiar with the material culture of ancient Rome (e.g., architecture, clothing, food and drink)
  - G. be familiar with the major developments in Roman history (e.g., founding of Rome, Punic Wars, transition from Republic to Empire)
  - H. be familiar with the main features of daily Roman life (e.g., family structure, household, slavery, education, games)
  - I. be familiar with important geographic locations in the city of Rome and in the Roman world at large (e.g., Forum Romanum, Via Appia, Gaul, Carthage, Byzantium)
  - J. be familiar with Roman religion and religious practices (e.g., polytheism, ritual sacrifice, Lares et Penates).
  - K. be familiar with Roman government and civic life (e.g., *cursus honorum*, legal system)
  - L. recognize connections between the Roman world and the modern world

### IV. Pedagogy

- A beginning Latin teacher should
- A. be familiar with national curriculum standards for Latin and know that state and local standards exist
  - B. be familiar with the three primary approaches to teaching Latin in the United States today (grammar-translation, reading in context, and oral-aural)
  - C. be familiar with standard reference works and Latin textbooks currently in use
  - D. understand the importance of reading Latin aloud before attempting to discuss or translate it
  - E. understand the basic principles governing the classical pronunciation of Latin (as distinguished from an ecclesiastical pronunciation) and recognize the importance of consistency of pronunciation in classroom instruction
  - F. be familiar with online resources (e.g., Perseus, Latin Library, A Latin Macronizer, [latintutorial.com](http://latintutorial.com), [latinlexicon.org](http://latinlexicon.org), [latin.packhum.org](http://latin.packhum.org)) that provide materials useful to Latin teachers and learners
  - G. know how to select and adapt Latin texts for instructional purposes
  - H. be able to devise English sentences that illustrate principles of Latin grammar

## 2. Familiarize Yourself with Test Questions

*Become comfortable with the types of questions you'll find on the Praxis tests*

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of answer choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of answer choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting answer choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

## Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

**Which of the following is a flavor made from beans?**

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

### How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

### Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

**Entries in outlines are generally arranged according to which of the following relationships of ideas?**

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

**QUICK TIP:** Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

### Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

### How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

### How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

**QUICK TIP:** Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

## Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

### Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Sample Test Questions

The 120 questions on the Latin test are divided into two sections, stand-alone and passage-based, which together cover the four content areas of Grammar, Reading Comprehension, Roman Civilization, and Pedagogy.

The sample questions that follow illustrate the kinds of questions in each section. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

#### Section 1 – Stand-alone Questions

(Suggested time: 45 minutes for approximately 70 questions)

##### Part A – Grammar

**Directions:** For each question below, choose the **one** appropriate Latin form.

- The perfect indicative of *es* is
  - fuisti*
  - potes*
  - fuissēs*
  - esse*
- The genitive singular of *tōtus* is
  - tōtus*
  - tōtius*
  - tōtī*
  - tōtō*

##### Part B – Grammar

**Directions:** For each incomplete sentence below, choose the **one** completion that yields a meaningful and grammatically correct Latin sentence.

- Vēnit \_\_\_\_\_ ad Cūriam, ut ambō Cicerōnem audīrent.
  - puerum
  - cum puerō
  - puerī
  - ut puerō
- Trans pontem pondus ā milītibus \_\_\_\_\_.
  - tracta est
  - tractus est
  - tractum est
  - tractī sunt

##### Part C – Grammar

**Directions:** For each Latin sentence below, choose the **one** word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original sentence.

- lūlia est sapientior sorōre.
  - sorōrī
  - ē sorōre
  - sorōrem
  - quam soror
- Discessimus ex urbe ad arbōrēs videndōs.
  - ut arbōrēs vidērēmus
  - et arbōrēs vidēbimus
  - arbōribus vīsīs
  - ad arbōrēs vīsōs

**Part D – Grammar**

**Directions:** For each unfinished sentence below, consider the Latin derivation of the underlined English word and choose the **one** response that appropriately concludes the sentence.

7. Without the lacrimal gland, mammals would be unable to
- (A) digest
  - (B) perspire
  - (C) produce tears
  - (D) produce milk

**Part E – Roman Civilization**

**Directions:** For each question below, choose the **one** most appropriate response.

8. An *aedilis* was in charge of
- (A) oratorical contests
  - (B) tax collection
  - (C) jury selection
  - (D) public games
9. Which of the following deities did both the Greeks and the Romans call by the same name?
- (A) Apollo
  - (B) Neptune
  - (C) Jupiter
  - (D) Venus

**Part F – Pedagogy**

**Directions:** For each question below, choose the **one** most appropriate response.

10. A student is searching for sources of first-hand information on the way of life of the ancestors of the English and the Germans. The teacher would most likely direct the student first to works by
- (A) Cicero
  - (B) Quintilian
  - (C) Livy
  - (D) Tacitus
11. Which of the following organizations has a teaching materials and resource center for secondary school Latin?
- (A) The Society for Classical Studies
  - (B) The American Classical League
  - (C) The American Council on the Teaching of Foreign Languages
  - (D) The Modern Language Association

## Section 2 – Passage-based Questions

(Suggested time: 75 minutes for approximately 50 questions)

## Part G – Reading Comprehension, Grammar, Roman Civilization, and Pedagogy

**Directions:** Read each passage carefully for comprehension before answering the questions. For each question, choose the **one** most appropriate response.

**An Unsettling Experience**

Praecesserat per multos dies tremor terrae, minus formidolosus<sup>1</sup> quia Campaniae solitus.

Illa vero nocte ita invaluit, ut non moveri omnia

Line sed verti crederentur. Irrupit<sup>2</sup> cubiculum meum mater;

(5) surgebam invicem, eam si quiesceret excitaturus.

Resedimus in area<sup>3</sup> domus, quae mare a tectis modico spatio dividebat. Tum—dubito constantiam vocare an imprudentiam debeam—posco librum Titi Livi et quasi per otium lego.

<sup>1</sup> formidolosus, -a, -um: *frightening*

<sup>2</sup> irrumpo, irrumpere, irrupi, irruptum: *burst into*

<sup>3</sup> area, -ae, f.: *courtyard*

12. According to the author, why was the *tremor* (line 1) *minus formidolosus* (line 2) ?
- (A) It was weaker than the others.  
 (B) It was not felt by anyone.  
 (C) Tremors often occurred in that area.  
 (D) Tremors were considered good omens.
13. Which of the following would a teacher most helpfully ask a student who mistranslated *vero nocte* in line 3 as “during the true night”?
- (A) To list the most common uses of the ablative  
 (B) To fully decline the adjective *verus*  
 (C) To identify the gender of *nocte*  
 (D) To identify the main verb of the clause
14. In line 3, *ut* would best be translated
- (A) as  
 (B) how  
 (C) since  
 (D) that
15. In line 6, the case and number of *domus* are
- (A) nominative singular  
 (B) genitive singular  
 (C) nominative plural  
 (D) accusative plural
16. The antecedent of *quae* (line 6) is
- (A) *omnia* (line 3)  
 (B) *mater* (line 4)  
 (C) *area* (line 6)  
 (D) *domus* (line 6)
17. The subjunctive verb *debeam* (line 8) appears in
- (A) a clause of result  
 (B) an indirect question  
 (C) a clause of fearing  
 (D) a future-less-vivid conditional
18. In lines 8-9, we are told that the narrator asked for a book by a famous
- (A) philosopher  
 (B) historian  
 (C) epic poet  
 (D) general

**Marching to the Beat of a Different Drummer**

Quos cara e patria avulsos et dulcibus agris  
 saevus amor belli misit in Hesperiam,<sup>1</sup>  
 pergite, felices, fatisque vocantibus ite,

Line quo vos ipsa vocat Gallica Parthenope.<sup>2</sup>

(5) Illic, si quid erit vobis virtutis avitae,<sup>3</sup>  
 procumbent vestra moenia capta manu.

At ego, qui Veneris miles Martemque perosus<sup>4</sup>  
 haud animo tantum concipio facinus,

(10) solvere temptabo captivae vincla puellae,  
 quae mihi longe ipsis carior est oculis.

<sup>1</sup> Hesperia, -ae, f.: *the western land, Italy*

<sup>2</sup> Parthenope, -opis, f.: *the city of Naples*

<sup>3</sup> avitus, -a, -um: *ancestral, belonging to one's forefathers*

<sup>4</sup> perosus, -a, -um, (pp. of perodi): *hating, loathing*

19. Lines 1-2 describe men who were motivated by
- (A) patriotic fervor
  - (B) a desire for fertile farmland
  - (C) revulsion at the enemy's savagery
  - (D) the love of war
20. In line 1, *et* connects two
- (A) objects of a preposition
  - (B) indirect objects of a verb
  - (C) participial phrases
  - (D) relative clauses
21. The word *quo* (line 4) would best be translated
- (A) than whom
  - (B) by which
  - (C) where
  - (D) whereby
22. A student who is uncertain whether *vestra* in line 6 modifies *moenia* or *manu* would be best advised to
- (A) identify the antecedent of *vestra*
  - (B) think of English derivatives of *moenia* and *manus*
  - (C) determine the poem's meter and scan the line
  - (D) translate the line in two different ways
23. In line 7, the poet refers to Roman gods to introduce an antithesis between
- (A) sky and earth
  - (B) female and male
  - (C) order and chaos
  - (D) love and war
24. In line 8, *tantum facinus* refers to
- (A) conquering a city
  - (B) seducing a girl
  - (C) defying a god
  - (D) deserting an army
25. In line 10, *oculis* functions as
- (A) dative of indirect object
  - (B) dative of interest
  - (C) ablative of means
  - (D) ablative of comparison

## Answers to Sample Questions

- (A) is the correct answer. The perfect indicative is formed on the perfect stem (*fu-*), from the third principal part (*fuī*) with the distinctive personal endings *-ī, -istī, -it, -imus, istis, -ērunt. Es*, second person singular (*-s*), requires the corresponding second person singular ending (*-istī*).
- (B) is the correct answer. The stem *tōt-* is combined with the genitive singular ending *-īus* to form the genitive singular of the masculine adjective *tōtus*.
- (B) is the correct answer. It is the only choice that yields a sentence ("He/she came with the boy") that makes sense with *ambō* and the plural verb *audīrent* in the second clause. An ablative of accompaniment requires *cum* plus the ablative.
- (C) is the correct answer. The participial element of a perfect passive verb must agree with its subject in gender and number. The subject of this sentence, *pondus*, is neuter singular, so the neuter singular participle *tractum* is required in the verb, as is the third person singular form *est*. The correctly completed sentence may be translated "The load was dragged across the bridge by the soldiers."
- (D) is the correct answer. After a comparative adjective (*sapientior*, "wiser"), the second element compared is expressed either by the ablative (*sorōre*) or by *quam* and a noun in the same case as the first element compared (*quam soror*, with *soror*, like *lūlia*, in the nominative).
- (A) is the correct answer. The purpose clause *ut arbōrēs vidērēmus* expresses the same meaning as the prepositional phrase *ad arbōrēs videndōs* in the original sentence. Either way, the sentence may be translated "We left the city **to see the trees.**"
- (C) is the correct answer because the English word "lacrimal," derived from the Latin word *lacrima* (tear, teardrop), means "of, relating to, or constituting the glands that produce tears" or "marked by tears."
- (D) is the correct answer. *Aediles* were in charge of public works, including games.
- (A) is the correct answer. Apollo was a Greek god whom the Romans worshipped and called by his Greek name. Neptune, Jupiter, and Venus were Roman gods corresponding to deities the Greeks called Poseidon, Zeus, and Aphrodite, respectively.
- (D) is the correct answer. Tacitus's *Germania* deals with the ancestors of the Germans, and *Agricola* deals with Tacitus's father-in-law Agricola, governor of Britain.
- (B) is the correct answer. The American Classical League has an extensive Teaching Materials and Resource Center for teachers of secondary school Latin.
- (C) is the correct answer. The shaking (*tremor*) was less frightening (*minus formidolosus*) because it was common in Campania (*Campaniae solitus*).
- (C) is the correct answer. The student has correctly construed *nocte* as an ablative (of time within which) but has mistakenly construed the adverb *vero* as a masculine or neuter ablative singular adjective modifying *nocte*. After identifying *nocte* as feminine, the student will recognize that the noun is modified not by *vero* but by *illa*.
- (D) is the correct answer. Here *ut* introduces a clause of result (signalled by the use of *ita* in the main clause) and so is appropriately translated as "that": "That night, however, [the tremor] grew so strong **that** everything was thought not [just] to be moved but to be overturned."
- (B) is the correct answer. In this context, *domus* can only be a genival modifier of *area*: "We settled down again in the courtyard **of the house.**"
- (C) is the correct answer. The relative pronoun *quae* refers to something that "separated the sea from the buildings." This would naturally be the courtyard (*area*) rather than the house (*domus*), which was one of the buildings.
- (B) is the correct answer. In lines 7-8, the writer uses an indirect question to express doubt about the wisdom of his own action: "I am uncertain whether **I should** call [it] self-possession or ignorance." Note that here, as often, the introductory interrogative particle *utrum* (corresponding to English *whether*) has been omitted.
- (B) is the correct answer. Titus Livius (Patavinus) (whose name appears in the genitive in line 9) was the author of *Ab Urbe Condita*, a comprehensive history of Rome. This question requires a knowledge of Roman culture that cannot be derived from the passage alone.

19. (D) is the correct answer. The subject of the verb *misit* is the noun phrase *saevus amor belli*: it is the “fierce love of war” that “sent” the men into Italy.

20. (A) is the correct answer. The conjunction *et* connects the ablative singular noun phrase *cara patria* and the ablative plural noun phrase *dulcibus agris*, each of which is an object of the preposition *e*. The men were “**torn away from their dear fatherland and sweet fields.**”

21. (C) is the correct answer. The word *quo* introduces an adverbial clause that modifies *pergite* and *ite*, two verbs denoting motion, so it is naturally understood in its locational sense: “. . . go forth . . . go **where** Gallic Parthenope herself calls you.”

22. (C) is the correct answer. After determining that the poem is written in elegaic couplets and then scanning line 6 as a pentameter, the student will recognize that *vestra* ends in an *-a* that is long by nature and that *vestra* must therefore be feminine ablative singular in agreement with the feminine ablative singular noun *manu*—not neuter nominative plural in agreement with the neuter nominative plural noun *moenia*.

23. (D) is the correct answer. In line 7, the poet describes himself as a soldier of Venus, the goddess of love, and as loathing Mars, the god of war. This question requires a knowledge of Roman culture that cannot be derived from the passage alone.

24. (A) is the correct answer. Among the actions previously described in the passage, the only one that can reasonably be referred to as “so great a deed” (*tantum facinus*) is that described in line 7, where the poet predicts that “the captured walls [of the city of Naples] will fall by your hand.” In line 8, the poet explains that, as someone who disdains Mars, he is not contemplating such an action.

25. (D) is the correct answer. Modified by *ipsis*, *oculis* denotes the object of comparison after the comparative adjective *carior*. The poet declares that he will try to liberate a girl “who is dearer to me **than my very own eyes.**”

## 4. Determine Your Strategy for Success

*Set clear goals and deadlines so your test preparation is focused and efficient*

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

### 2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

### 3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Test preparation materials include sample questions and answers with explanations.

### 4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at [www.ets.org/praxis/register/dates\\_centers](http://www.ets.org/praxis/register/dates_centers).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

*Praxis* tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

### 6) Understand how questions will be scored.

Scoring information can be found on page 33.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 23 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 23, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 16.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

## 5. Develop Your Study Plan

*Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

**Use this worksheet to:**

- 1. Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

**Praxis Test Name (Test Code):** Core Academic Skills for Educators: Reading (5712)

**Test Date:** 9/15/18

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/18	7/15/18
Determining ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/18	7/17/18
Determining ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/18	7/21/18
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/18	7/26/18
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/18	7/27/18
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/18	8/8/18
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/18	8/17/18
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/18	8/24/18
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/18	8/24/18
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/18	8/27/18
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/18	8/30/18
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/18	8/31/18
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/18	9/4/18
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/18	9/6/18





## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Latin test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

### Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

### I. Grammar

A beginning Latin teacher should

- A. be familiar with the essential grammatical terminology used to describe Latin syntax (e.g., ‘ablative absolute,’ ‘indirect statement,’ ‘subordinate clause’)
- B. be familiar with the essential grammatical terminology used to describe Latin morphology (e.g., ‘nominative,’ ‘deponent,’ ‘periphrastic’)
- C. be familiar with the inflectional forms of Latin nouns and adjectives of every declension
- D. be familiar with the inflectional forms of Latin pronouns and demonstratives
- E. understand the principle of agreement between Latin adjectives and the nouns and pronouns that they modify
- F. understand the syntactical and semantic roles associated with each Latin noun case (e.g., partitive genitive, dative of purpose)
- G. be familiar with the inflectional forms of regular Latin verbs of every conjugation and of common irregular Latin verbs
- H. understand the rules governing the use of Latin verbs (e.g., sequence of tenses, infinitive in indirect discourse, indicative vs. subjunctive in various clauses)
- I. understand the principles of coordination and subordination in Latin sentences (e.g., ut clauses, cum clauses, relative clauses, compound sentences)
- J. know the basic meanings of commonly used Latin prepositions and the cases they govern (e.g., *in* + accusative vs. *in* + ablative)
- K. understand how degrees of comparison are expressed by adjectives and adverbs, both regular and irregular
- L. be familiar with commonly used Latin idioms (e.g., *mihi placet*, *opus est*, *poenas dare*)
- M. be able to analyze Latin words (e.g., compound verbs, diminutives) into stems and affixes
- N. be able to compose and revise simple Latin sentences, observing basic principles of Latin word order

- O. recognize the ways in which Latin syntax is similar to and different from English syntax
- P. recognize the etymological relationships between Latin words and their English derivatives
- Q. understand the general principles of scansion in Latin poetry, particularly as applied to scanning dactylic hexameter

#### Discussion areas: Grammar

- Why is an understanding of syntax particularly important in the study of Latin? Why is knowledge of the meanings of words not sufficient for comprehension of a Latin text?

### II. Reading Comprehension

A beginning Latin teacher should

- A. be familiar with the vocabulary frequently used by major Latin authors
- B. be adept at inferring the meaning of an unfamiliar Latin word from its context
- C. be adept at inferring the meaning of a familiar but ambiguous Latin word from its context (e.g., determining whether *ferre* means “carry” or “permit” or “assert” in a given context)
- D. comprehend authentic Latin prose and poetry read at sight
- E. be able to infer what is implied but not explicitly stated in an authentic Latin text read at sight
- F. be able to translate authentic Latin into English literally or idiomatically as the occasion requires
- G. recognize literary devices commonly found in Latin literature (e.g., simile, anaphora, litotes, polyptoton, asyndeton, chiasmus, personification, apostrophe)

#### Discussion areas: Reading Comprehension

- Without consulting a dictionary, how might one infer the meaning of an unfamiliar Latin word encountered in a passage read at sight?
- What are some ways in which a literal translation of Latin might differ from a nonliteral but accurate translation?
- What are the relative merits of translating Latin literally or nonliterally?

- How does recognition of literary or rhetorical devices aid in the appreciation of a Latin text?

### III. Roman Civilization

A beginning Latin teacher should

- be familiar with the basic history of Latin literature and its Greek antecedents
- be familiar with Latin poetic and prose genres (e.g., epic, lyric, history)
- be familiar with the principal works of major Latin authors (e.g., Ovid's *Metamorphoses*, Cicero's *Catilinarian Orations*, Horace's *Odes*)
- be familiar with the principal Greco-Roman myths and the deities of the Greco-Roman pantheon
- recognize the influence of Greek civilization on Roman culture, particularly in the areas of literature and religion
- be familiar with the material culture of ancient Rome (e.g., architecture, clothing, food and drink)
- be familiar with the major developments in Roman history (e.g., founding of Rome, Punic Wars, transition from Republic to Empire)
- be familiar with the main features of daily Roman life (e.g., family structure, household, slavery, education, games)
- be familiar with important geographic locations in the city of Rome and in the Roman world at large (e.g., *Forum Romanum*, *Via Appia*, Gaul, Carthage, Byzantium)
- be familiar with Roman religion and religious practices (e.g., polytheism, ritual sacrifice, *Lares et Penates*).
- be familiar with Roman government and civic life (e.g., *cursus honorum*, legal system)
- recognize connections between the Roman world and the modern world

#### Discussion areas: Roman Civilization

- In what ways does an understanding of ancient Roman culture and history aid in the acquisition of the Latin language?
- What are the major prose and poetry genres of classical Latin literature, and which authors are the principal representatives of those genres?

- What were the major political and military developments in Roman history and approximately when did they take place?
- What are the principal Greco-Roman myths, and how are they used in Latin literature?

### IV. Pedagogy

A beginning Latin teacher should

- be familiar with national curriculum standards for Latin and know that state and local standards exist
- be familiar with the three primary approaches to teaching Latin in the United States today (grammar-translation, reading in context, and oral-aural)
- be familiar with standard reference works and Latin textbooks currently in use
- understand the importance of reading Latin aloud before attempting to discuss or translate it
- understand the basic principles governing the classical pronunciation of Latin (as distinguished from an ecclesiastical pronunciation) and recognize the importance of consistency of pronunciation in classroom instruction
- be familiar with online resources (e.g., Perseus, Latin Library, A Latin Macronizer, [latintutorial.com](http://latintutorial.com), [latinlexicon.org](http://latinlexicon.org), [latin.packhum.org](http://latin.packhum.org)) that provide materials useful to Latin teachers and learners
- know how to select and adapt Latin texts for instructional purposes
- be able to devise English sentences that illustrate principles of Latin grammar

#### Discussion areas: Pedagogy

- How does teaching a classical language like Latin differ from teaching a modern language like French or Spanish?
- What considerations should guide a teacher's selection of a basic Latin textbook?
- How does the classical pronunciation of Latin differ from the ecclesiastical pronunciation?
- How can students' understanding of English be leveraged to facilitate their acquisition of Latin?
- Where online would one find a comprehensive Latin-English dictionary, an automatic Latin word parser, or a repository of classical and medieval Latin texts?

## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

#### Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

#### Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

#### Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

#### Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

### Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at <https://www.ets.org/praxis/institutions/scores/passing/> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

## 8. Check on Testing Accommodations

*See if you qualify for accommodations to take the Praxis test*

### What if English is not my primary language?

*Praxis* tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit [www.ets.org/praxis/register/plne\\_accommodations](http://www.ets.org/praxis/register/plne_accommodations).

### What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

**Note:** Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at [https://www.ets.org/s/praxis/pdf/bulletin\\_supplement\\_test\\_takers\\_with\\_disabilities\\_health\\_needs.pdf](https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf).

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](http://www.ets.org/disabilities).

## 9. Do Your Best on Test Day

*Get ready for test day so you will be calm and confident*

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

### What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

**Note:** All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit [www.ets.org/praxis/test\\_day/bring](http://www.ets.org/praxis/test_day/bring).

### Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

# 10. Understand Your Scores

*Understand how tests are scored and how to interpret your test scores*

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

## What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](http://www.ets.org/praxis/states) for the most up-to-date information.

## If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand).

## Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same or other *Praxis* tests over the last 10 years, your score report also lists the highest score you earned on each test taken.

### Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

### Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *Praxis Passing Scores*, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

# Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis*® tests.

## What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

## Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

## Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

## Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

### How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of The *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [\*ETS Standards for Quality and Fairness\*](#).\*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

### How are the tests updated to ensure the content remains current?

*Praxis* tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/praxis/register/dates\\_centers](http://www.ets.org/praxis/register/dates_centers) for exact score reporting dates.

### Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

**Note:** You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

\*[\*ETS Standards for Quality and Fairness\*](#) (2014, Princeton, N.J.) are consistent with the [\*Standards for Educational and Psychological Testing\*](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!  
Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources  
that meet your specific needs, visit:

**[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)**

To purchase official test prep made by the creators  
of the *Praxis* tests, visit the ETS Store:

**[www.ets.org/praxis/store](http://www.ets.org/praxis/store)**

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